

**Education Sector Support Programme in Nigeria
(ESSPIN)**

ESSPIN 4th Quarterly Report

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1	June 2009	Steve Baines	Richard Hanson	John Martin	Formatting/Content

Distribution List

Name	Position
DFID	
Kathleen Richmond	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
Isaac Adejo	Programme Officer, Human Development Team, DFID
ESSPIN	
John Martin	National Programme Manager
Richard Hanson	Assistant Programme Manager
Nick Santcross	Deputy Programme Manager
Steve Baines	Technical Team Coordinator
Abolaji Osime	State Team Leader Lagos
Emma Williams	State Team Leader Kwara
Richard Dalgarno	State Team Leader Kano
Steve Bradley	State Team Leader Kaduna
Kayode Sanni	State Team Leader Jigawa
John Kay	Lead Specialist, Education Quality
Alero Ayida-Otobo	Lead Specialist, Policy and Planning -Federal Level
Fatima Aboki	Lead Specialist, Community Interaction
Nguyan Feese	Lead Specialist, Inst. Development and Education Mgt
Francis Watkins	Lead Specialist, Social Development
Penny Holden	Lead Specialist, Inspectorates
David Theobald	Task Specialist, Knowledge Management
Jim Minton	Task Specialist, Communications
Robin Ellison	Task Specialist, EMIS
Manos Antoninis	Task Specialist, M&E
Kwame Akyeampong	Task Specialist, Research

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Note on Documentary Series

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The documents include:

ESSPIN 001	ESSPIN 1 st Quarterly Report
ESSPIN 002	MTSS Strategy
ESSPIN 003	M&E Strategy
ESSPIN 004	Inception Strategy
ESSPIN 005	Initial Report from the MTSS Task Team Leader
ESSPIN 006	ESSPIN 3 rd Quarterly Report
ESSPIN 007	Support to completion of MTSS in Lagos and Kwara States
ESSPIN 008	National Consultant Capacity Building Programme
ESSPIN 009	Service to support the completion of MTSS in Lagos State
ESSPIN 010	Institutional Development, Public Finance Management – Scoping Visit
ESSPIN 011	Development of State – level Logframe for Kano and Jigawa States
ESSPIN 012	School Case Study Reports – Kaduna, Kano & Kwara States
ESSPIN 013	ESSPIN 4 th Quarterly Report
ESSPIN 201	Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria, December 08
ESSPIN 202	MTSS preparation in Jigawa, Kaduna and Kano State
ESSPIN 203	Analysis of the Role of LGAs and LGEAs in supporting basic education in Nigeria, May 09
ESSPIN 301	Teaching and Learning Survey
ESSPIN 302	School Infrastructures and Maintenance Review for ESSPIN States
ESSPIN 401	School Based Management Committees Research February 09
ESSPIN 402	School Based Management Committees Research March 09
ESSPIN 501	Communications and Knowledge Management Strategy
ESSPIN 502	Communication Task Specialist Visit Report, December 08
ESSPIN 503	Education Management Information Systems (EMIS) - Scoping Mission
ESSPIN 504	Communication Task Specialist Visit Report, February 09
ESSPIN 505	Report on Scoping Visit to Develop BBCWST Communications Strategy for ESSPIN
ESSPIN 506	Education Management Information Systems (EMIS) May 09
ESSPIN 507	Communications Task Specialist Visit Report, April/May 09

- ESSPIN 508 Knowledge Management Task Specialist Support Visit Report, Mar/April 09

- KW 301 An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
- KW 302 Oro College Review of Strategic Priorities
- KW 303 Curriculum Transformation for College of Education Oro
- KW 304 Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
- KW 305 Institutional Strengthening of Oro College
- KW 306 Teacher Strategy; Improving the Teaching of Literacy and Numeracy: Scoping visit

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Acronyms and Abbreviations

APSO	Association of Private School Owners
CCT	Conditional Cash Transfer
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
C&KM	Communication and Knowledge Management
DFID	Department for International Development
EMIS	Education Management Information System
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETSC	Education Technical Steering Committee
ECC	Every Child Counts
EFCC	Economic and Financial Crimes Commission
EPSSim	Education Policy and Strategy Simulation Model
FIS	Federal Inspectorate Services
FTI	Fast Track Initiative
FME	Federal Ministry of Education
HC	Honourable Commissioner
IQTE	Islamiyya Qur’anic and Tsangaya Education
IEB	Islamic Education Bureau
JCCE	Joint Consultative Council on Education
JSS	Junior Secondary School
KSCC	Kano State Communications Committee
KSDP	Kaduna State Development Plan
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MOU	Memorandum of Understanding
MPB	Ministry of Planning and Budget
MTSS	Medium Term Sector Strategy
MLA	Monitoring Learning Achievement
M&E	Monitoring and Evaluation
NCCE	National Commission for Colleges of Education
NEMIS	National Education Management Information System

NRITT	National Roadmap Implementation Task Team
NAEQA	National Commission for Education Quality Assurance
PATHS2	Partnership for Transforming Health Systems 2
PS	Permanent Secretary
PFM	Public Funds Management
QA	Quality Assurance
SAVI	State Accountability and Voice Initiative
SBMC	School-Based Management Committee
SRITT	State Roadmap Implementation Task Teams
SESP	State Education Sector Project
SLP	State Level Programme
SMOE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SUBEB	State Universal Basic Education Board
SSIT	State School Improvement Team
TA	Technical Assistance
TOR	Terms of Reference
TPD	Teacher Professional Development
TWG	Technical Working Group
UBEC	Universal Basic Education
VSO	Voluntary Service Overseas
WSD	Whole School Development

Section 1: Introduction

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Summary

1. For all the State Level Programmes (SLP), the period April-June has been dominated by the production of Inception Reports. The ESSPIN Inception Report outlines the technical approach, sets out the TA requirements needed to deliver this approach and provides detailed workplans. It also contains position papers that explain the major activity streams. While preparing and producing this document and participating in the subsequent Inception Review has absorbed most of the time and energy of the ESSPIN core staff during this quarter, the programme has managed to maintain a significant amount of other activity in parallel, as a large number of consultants have continued to actively pursue their work streams.
2. The overall ESSPIN approach is premised on building upon reform efforts being made at State and Federal levels and leveraging State and Federal resources to bring about educational improvements. A principal vehicle for achieving this is the development and implementation of operational plans. Although much progress has been made in supporting the operational planning process (MTSS), the results of the process were not fully known by the time ESSPIN had to set out its support plans.
3. In order for work on the Inception Report to be completed by the deadline of the end of May the process of drawing up these support plans has not been as fully participative as we would have liked. State level logframe workshops were held in April in each State, but more time is needed to deepen understanding. Detailed knowledge of the programme amongst state and federal partners is currently limited to staff operating at technical levels in ministries and agencies. ESSPIN still has to communicate the programme and its approach more widely to stakeholders and, with DFID assistance, gain the full endorsement of policy makers. A first draft programme level logframe has also been prepared as a paper exercise to include in the Inception Report (for reference only), but the intention would be to contract appropriate training for ESSPIN staff, and fully develop this once the Inception Review is complete.

Political Environment

4. Included in the Inception Report was an outline of the political context of each state in which ESSPIN is working (supplemented in a separate note to DFID). We have therefore not repeated this here except to note that there is a general concern amongst the SLPs that political support for the work of the programmes is critical. Although there are signs that the Education Technical Steering Committees are beginning to work, the higher level SLP steering committee structure, even where it has been established, is

not yet functioning. It is hoped that DFID will continue to seek political engagement with the States and to press for MOUs to establish accountability mechanisms.

Changes in Key Personnel

5. There have been no changes in key senior personnel in the states or in relevant federal government Ministries, Departments and Agencies (MDAs).
6. In Kano, engagement with SUBEB has been hampered by the almost continuous absence of the Chairperson in Abuja or overseas. Fortunately the Permanent Member 1 has attended all MTSS and other major workshops and retreats and is very supportive.
7. In Kwara, corruption in the payment of teachers' salaries, exposed by the introduction of electronic payment, has led to the suspension of a number of senior staff of SUBEB and the LGEAs. The Commissioner for Education is keen to replace these staff with reform-minded officials.
8. At the Federal level, deliberations over the Road Map for the Education Sector have tied up many of the senior staff of the Federal Ministry of Education and parastatals. A recent EFCC report on UBEC which led to the arrest of four senior staff, has delayed agreed plans for collaboration with ESSPIN on strategic visioning and financial flows.

Coordination

9. The SLP Inception Reports each provide a detailed explanation of the coordination that has taken place amongst the programmes over the Inception period. Several Structured Approach Papers have also been produced through SPARC, on issues such as Public Sector Reform, Knowledge Management, Work with Local Governments and Gender and Social Exclusion. The production of each of these papers was the work of cross-programme collaboration.
10. State ESSPIN teams are now co-located with other SLPs in Jigawa and Lagos. Kano offices will be ready soon and Kaduna is now making progress, after some delay. It is expected that the office in Kaduna will be ready by the end of July.
11. In Kano, there has been close co-operation with SPARC and the Ministry of Planning and Budget (MPB) over the finalisation of the 4th Kano Development Strategic Plan (KDSP)
12. Following discussions during the recent World Bank mission, ESSPIN will be more actively engaged with Bank projects. In Kano, Kaduna and Kwara this will take the form of renewed engagement with SESP. Joint agreements have been made for the pilot for Conditional Cash Transfers in Kano. In Lagos, where SESP II (the Eko Project) is about to start, a number of opportunities for collaboration and challenges lie ahead.

Section 2: State Progress Summaries

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Jigawa State

Output 2: State Institutional Reform

13. Improving baseline information and fine-tuning strategic targets was an ongoing feature of the second quarter. Members of MTSS technical committees were supported to undertake a review of targets and refinement of MTSS activities and inputs in a number of retreat sessions. The ESSPIN TA team continued to develop policy scenarios based on available information, and to facilitate capacity building in policy simulation (based on the EPSSim model) for a small team being trained to support the MTSS process. Gathering of state and LGA level financial data for the costing / budgeting component of the MTSS is ongoing. The next quarter will focus on harmonisation and adoption of existing baseline data, choice of preferred scenario, M&E frameworks and drafting of the MTSS. A zero draft will be presented to the Education Technical Steering Committee (ETSC) at the end of August.
14. The Education Technical Steering Committee held its second meeting in May. It discussed progress of the MTSS process, debated and approved selection of nine LGAs for ESSPIN implementation, and reviewed education indicators proposed for the DFID-JGSG MOU.
15. The nine LGAs approved for ESSPIN TA support were selected on the basis of the management structure currently employed by the Ministry itself, and also by SUBEB and SEIMU, i.e. the configuration of LGAs into nine educational zones, three zones per senatorial district. The committee selected one LGA per educational zone based on either low enrolment (rural LGAs) or high degree of congested classrooms (LGAs with large urban centres). The nine LGAs selected broadly coincide with the Gunduma zoning structure adopted by the health sector, ensuring easy coordination between ESSPIN and PATHS2. The nine LGAs are Buji, Dutse, Miga, Gumel, Malam Madori, Kafin Hausa, Birniwa, Roni and Ringim. The ETSC will review the scope of ESSPIN development activities in the nine LGAs and agree state commitment to scale-up arrangements in the next quarter.
16. EMIS: A situational analysis was conducted which identified immediate needs and agreed the outlined ESSPIN work plan. Existing data sets were analysed for consistency and verified by a number of LGEA visits. Over the next quarter, data entry and analysis will be completed for available 07/08 and 08/09 data. Preparations for the next census will commence according to the outline in the ESSPIN work plan.
17. QA: The institutional status of SEIMU (the combined quality assurance agency) was reviewed following the discovery that it lacked a legal basis. A comprehensive policy document outlining its mandate as a QA agency was drafted and will form the basis of dialogue with the Governor and the State House of Assembly in the next quarter.

Output 3: Education Quality

18. A scoping visit was conducted to develop a work plan for the baseline assessment of teacher competency and to collect data on schools and teachers.
19. Instruments for the baseline study on classroom practice were finalised. Data collectors were identified and trained, and the classroom observation exercise is in progress to conclude in early July.
20. A preliminary review of curriculum, teaching and management at the Gumel College of Education was conducted and an initial report produced. The report will be considered by the state Quality team in the next quarter and will inform a detailed work plan to support teacher education in the state. A sample assessment of lecturers and students at Gumel College of Education will also take place early in the next quarter.
21. A scoping visit was conducted to review current support for and specific needs of head teachers and primary school inspectors (called local school supervisors in other states). A programme of professional support will be designed in the next quarter.
22. Initial discussions were held with the Islamic Education Bureau (IEB) on IQTE. The ESSPIN specialist will commence situational analysis in conjunction with the IEB at the end of June.
23. An initial review of water & sanitation activities was conducted involving ESSPIN, SPARC, PATHS2 and the EU water & sanitation project. A draft of the state water policy will be completed in the next quarter and will inform a more comprehensive situational analysis.

Output 4: Community Demand and Voice; Social Development

24. A scoping visit was conducted on inclusive (nomadic, special needs, non-formal) and girl child education. A specific mission on developing a gender strategy for ESSPIN was also supported. Detailed strategies and work outlines are expected in the next quarter.
25. Terms of Reference were developed and have been agreed for institutional review of and support for social mobilisation agencies / units within the education sector.
26. SAVI conducted CSO capacity assessment on behalf of ESSPIN and PATHS2. The report and CSO profiles for education-related organisations are being reviewed.
27. ESSPIN supported the celebration of Children's Day with two products: a Children's Parliament on live radio where school children simulated House of Assembly debates on child right issues; and a live radio talk show featuring successful indigenous women as models for girls and young women (one of the participants was the Education Commissioner).

Kaduna State

28. Close cooperation amongst the SLPs has continued, with the identification of ‘nodes’ of collaboration across the different 2-year workplans. The SLPs also worked together in preparation for the DFID Inception Review (June 25th & 26th).
29. The Kaduna ESP Steering Committee (Hon Commissioner in the Chair) and the ESP Technical Committee (PS in the Chair) were officially inaugurated on June 4th.
30. A major activity of this quarter was the development of ESSPIN Kaduna’s Work Plan and Activity Schedule for July 2009 - June 2011. This involved substantial discussion and planning across the State and Lead Specialist teams together with the incorporation as possible of ideas derived from initial MTSS workshops.
31. After an initial consultant-led workshop, work throughout April saw the completion of an ESSPIN Kaduna State Logframe with three Outputs.
32. ESSPIN-SESP collaboration has been revived. ESSPIN and SESP held a formal round-table discussion on progress within each programme and ESSPIN has made its 2-year Development Plan available to senior SESP Management. With implementation now approaching, ESSPIN will focus on collaboration with SESP in key specific areas such as EMIS, Institutional Development, M&E, School Grants and School-based TPD.

Output 2 – State and local-government level governance, planning and management of basic education strengthened

33. The MTSS has dominated Output 2 activity during this quarter, with 3 major work sessions, including a specialist training on the EPSSim Financial Simulation Software, a 4-day Retreat in Kano and a baseline indicator workshop. A full list of Target Activities and associated Tasks for 2010 – 2012 has been drawn up. Refining this list is the next task, together with prioritisation and costing. The six MTSS Task Teams have also been encouraged to meet on their own between workshops, reporting on progress to the ESSPIN team as appropriate. It is encouraging that teams have taken up this challenge to work under their own auspices.
34. SAVI-selected CSO consultants have now engaged fully within the MTSS team on gender issues, attending all MTSS workshops and discussions.
35. Other Output 2-related work has included two visits by ESSPIN’s Inspectorate Lead Consultant; two initial consultancies on Teacher Education, resulting in a first draft of an Action Plan for Gidan Waya; and a revised support plan for EMIS (a long-term EMIS TA consultant has arrived, based in Kaduna but also supporting Kano and Jigawa).
36. ESSPIN has continued to support the State Communications Committee and to build ESSPIN-media relationships (an ESSPIN-Media Houses Forum has been held).

Output 3 – Primary and junior secondary schools deliver quality teaching and learning

37. Reports on key baseline activities, including the VSO-UK Headteacher Report on Case-studies of Schools and the review of Primary School management / financing structures have been received and are in the process of being printed for distribution.
38. There are two further teacher baseline studies to report on – the first is on **classroom behaviour** and the second on **teachers' knowledge and skill levels**. For the former, following the piloting of instruments and training of observers, the assessment exercise is being carried out between mid-June to mid-July, with 178 Kaduna schools visited. (*This survey will report on student response behaviour as well as teacher behaviour*). Planning for the second assessment (a battery of 4 tests) is on-going.
39. Major work has taken place on preparing for the **whole-school development pilot** which will be a key ESSPIN activity over the period 2009-2011. Eleven of the seventeen non-SESP LGEAs were visited for discussions with LGEA staff and there was liaison with SAVI on their interests in specific LGEAs. A final selection of six LGEAs has been put to SMoE / SUBEB. Work is now underway in identifying a team to assist the Whole School Development (WSD) pilot, which will include the recruitment of a full-time national WSD Support Officer.

Output 4 – Communities and civil society effectively demand and influence government action in the provision of basic education

40. A consultancy to assess the functions and capacity of SUBEB Social Mobilisation Unit is currently underway. A further consultancy to assess the capacity of the CSOs identified in the SAVI CSO mapping exercise held earlier in the year is also in progress.
41. Further visits by ESSPIN's IQTE Consultant have led to a draft report on the current situation regarding IQTE integration in Kaduna. The Ministry is considering whether it wishes to form a special management body for IQTE (a special board is being considered). An Action Plan for ESSPIN support to IQTE between 2009 and 2011 is included in Kaduna's Inception Report.
42. ESSPIN has collaborated with other SLPs on an overall approach to gender issues, including the need to offer training to SLP teams (scheduled for July). In Kaduna, TORs for a Gender and Social Inclusion Analysis have been drawn up, while gender mainstreaming within the MTSS is underway.

Kano State

SLP Co-ordination

43. During most of the reporting period SPARC has focused on the KDSP. The SLPs managed to meet regularly, however, and coordination over SLP and cross cutting issues for the various Inception Reports agreed. With SPARC the main areas of ESSPIN co-operation will be PSR and PFM, with PATHS2 School health and HIV/AIDS and with SAVI girl's education and SBMC/Community sensitisation and advocacy.
44. The ESSPIN Communications and Knowledge Management officer attended the PATHS2 Work Plan Retreat and areas of ESSPIN/PATHS2 engagement in Health Education agreed.
45. The proposed joint meeting with key committees of the State House of Assembly in order to sensitise them to the aims and objectives of the SLPs did not happen because of the preoccupation of SPARC with the KDSP and then its workplan. It is anticipated that this will happen in July.
46. Contracts for the renovation and painting of the joint SLP offices are being implemented and the proposed contract for the renovation of the ESSPIN office is being prepared in Abuja. It is anticipated that ESSPIN will move in by July, subject to timing of procurement of equipment/furniture by Crown Agents. The office at the Ministry of Education will be retained.
47. ESSPIN has been recruiting for a Planning and Management State Specialist and it has been agreed that Kano will have additional specialists in the areas of IQTE and Institutional Development. It is hoped that the full team of five specialists (plus C&KM) will be in place by September.
48. During this reporting period, Kano was included in the FTI Case Study exercise in Nigeria. In addition there was a World Bank Conditional Cash Transfer Mission in early June (following up on a December 2008 Mission) at which the CCT pilot programme in Kano was agreed with SMOE/SUBEB. Working with a CCT unit to be established in SUBEB, with ESSPIN's support; ESSPIN will pilot a SBMC/community based programme in the three WSDP LGA's - a further nine LGA's will be piloted via SESP.
49. In early June a delegation from the UK Parliament's International Development Committee visited Kano. This included an Islamiyya School visit in Fagge LGA of Kano Metro, in response to the delegation's interest in the IQTE programme.

Output 2

50. The MTSS process is continuing, with a management structure and timetable of activities in place. Five MDA staff members were trained in the EPPSim computer

modelling programme. Activity packages have been costed and are being simulated. It is intended to have an MTSS Retreat in Katsina in early July at which the first draft of the MTSS document will be written up and the 2010 budget proposals discussed. This will follow a Budget meeting, organised with SPARC/Finance/MPB, to discuss budget envelopes.

51. Terms of Reference have been agreed for a review of education legislation to start in July/August.
52. An Institutional Development TA has prepared the ground for PSR/HR activities for the Work Plan period. This will start with a management audit and training needs analysis developed in close co-operation with SPARC and PSR Guidelines. Capacity building initiatives will begin in SMOE, SUBEB and LGEA's from late 2009 onwards. Consultations with SUBEB are going on in order to identify areas of support, such as management training, financial management and control and infrastructure procurement and supervision to improve quality assurance.
53. An implementation and training plan for Quality Assurance/Inspectorate has been agreed with the MDA's and "Master training" is expected to start in July/August. The preparatory work for the Quality Assurance agency will also be undertaken during the next three months.
54. A further scoping mission to determine the nature of support to EMIS has been conducted. Local research and basic data gathering is being undertaken in 3 pilot LGEA's in cooperation with Bayero University Kano and one other service provider with previous successful SESP experience. It has been agreed in the Workplan that ESSPIN support will be focussed upon TA and local costs for the November Annual School Census exercise. There are a few minor problems with hardware configuration in the SESP equipped EMIS room, which ESSPIN will resolve, given that SESP budget has been exhausted and training will start in October.
55. The Commissioner launched the Kano State Communications Committee (KUBECC) and a work plan for joint C & KM activities has been developed and incorporated into the 2-year Workplan. With the support of SMOE it is intended to establish an LGA Forum encompassing all 44 LGA's in order to facilitate more effective communication and co-ordination. This process will be started with an Introductory Workshop in July
56. Documentation for the establishment of an Islamic Education Board has been agreed and training/research for the IQTE programme took place during April/ May. The Report will be available by the end of June. ESSPIN will follow this up with a 'snapshot' study of 21 Islamiyya Schools in the state which are considered 'most successful'. Focal areas of enquiry will be the nature and strength of community support and the dynamic of integrated curricula and school management.

Output 3

57. An infrastructure scoping mission has been conducted and recommendations have been incorporated into the Year 1 and 2 Work Programme.
58. In depth case studies on school management and routines at six State primary schools and three Islamiyya schools are being conducted in the three pilot LGEA's. This valuable base line will be followed up in 2010.
59. There have been two inputs from the TA team of two experts engaged to develop a Reform Plan for the Kano State College of Education. The two immediate priorities are reform of financial and staff/student record systems and movement towards an upgrade of the primary education component of the curriculum. This is being developed with participation from the NCCE.
60. A detailed Classroom Practise Survey of 180 schools is underway in Kano during June. This refers to a national sample in all ESSPIN States plus a more detailed survey in the three ESSPIN LGEA's.

Output 4

61. Training for SBMC research has been conducted and in depth research activities were conducted in April/May.
62. Two consultancies are currently underway: a consultancy to assess the functions and capacity of SUBEB Social Mobilisation Unit; and a consultancy to assess the capacity of the CSOs identified in the SAVI CSO mapping exercise held earlier in the year.
63. ESSPIN has collaborated with SAVI in its Inception activities focussing on Girls' Education, Teacher issues and SBMC's. Given the importance of Girls' Education in the WSDP and IQTE programme a Women's Focal Group has been created as part of MTSS with a mandate of monitoring gender and inclusion issues.

Kwara State

Output 2 State-level education governance structures reformed and management systems improved

64. The Institution Building Reform Group was re-energised this quarter by the visit of the Organisational Development ESSPIN consultant. At the end of his visit a strategic work plan for activities of institutional and organisational reform was presented to the Honourable Commissioner (HC) and permanent Secretary (PS). As part of this plan, an international consultant working on legal reform will commence the process of reviewing and revising existing Education Laws, a process that will be concluded by the end of the year. The work plan also includes the re-organisation of both SUBEB and LGEAs. It is planned that the Institution Building Reform Group will visit Jigawa state under the leadership of the PS to learn lessons that may inform reform in Kwara State.
65. The MTSS process is well underway and key policy makers have agreed to interventions in line with the Education Sector Plan (ESP) and Every Child Counts (ECC) in the following areas: Basic Education; Education Quality, Secondary Education, Tertiary Education and Policy, Planning and Management. Five working groups focusing on these areas have attended a series of workshops to identify the objectives, targets, necessary activities and KPIs to support budget allocations for the next three years. Training on Excel and the EPSSim Simulation model was given to all the Budget officers accordingly. The first draft of the MTSS is currently being developed and the retreat in August will allow policy makers to prioritise key areas. Preparations for the internal October Education Sector Review will soon start.
66. The State Specialist on EMIS (shared with Lagos) started work in April and has made some progress towards achieving a comprehensive, verified school list and a re-formed State EMIS Committee. Work in the next quarter will be focused on: strengthening EMIS structures and staff; supporting the Committee's work; installing NEMIS software and related training; and working at LGA and school levels to assess the extent of work and capacity building to be done.
67. Also in the next quarter, the establishment of the new Quality Assurance Board (QAB) will be supported - including the development of systems, capacity and processes and the induction of new QA Inspectors.

Output 3a Capacity of primary and junior secondary schools to provide a high quality learning environment developed and sustained

68. As a follow up to the report on Teacher Strategy (2008), an international teacher specialist has begun to establish a sound knowledge base for the development of strategies to improve teaching and learning (especially in literacy and numeracy) and agree linkages with an effective advisory system. Twenty-four teachers have been

selected to form the State School Improvement Team (SSIT) which will train Local School Supervisors on literacy and numeracy in schools. The SSIT's ToR has been developed and the secondment details are being worked out. The draft training programme for the SSIT will be finalised in July.

69. A Teaching and Learning Assessment was carried out to provide a baseline of teaching practices in 78 selected Primary and JSS schools in the state. The findings will assist in the design of teacher training and feed in to the development of programmes on Literacy and Numeracy Teaching in schools.
70. The Communications Committee received one week of training this quarter on how to develop a communications strategy and work plan, which will include communicating the work of the SSIT through press conferences, photo opportunities, etc.
71. In May an infrastructure consultant visited the state to identify ways in which ESSPIN can assist SUBEB to develop strategies for improving the quality of school infrastructure construction, rehabilitation and maintenance.

Output 3b Capacity of teachers to deliver quality basic education developed and sustained

72. Following a series of workshops, a draft Institutional Plan and Institutional Curriculum Policy are being developed at the College of Education Oro. A staff audit has been undertaken; advertisements placed for vacant senior management posts; management structures have been reviewed; and administrative staff development needs identified. A new College structure and a design of new overall College programmes will be developed and implemented in the next quarter. The new senior management team will be supported; institutional planning will be strengthened and there will be a focus on management enhancement through revised processes and administrative staff development.
73. In May, ESSPIN arranged for the Executive Secretary of the National Commission for Colleges of Education (NCCE) and a technical working team to visit Oro to hear more about the reforms. Following this the NCCE have expressed the wish to become closely involved with the reform process in Kwara with a view to identifying best practice, informing its own procedures and dissemination to other States. The Communications Committee has identified an opportunity to use the success story of Oro, which has now been identified as a model for Colleges of Education in other States.
74. A discussion document analysing the current recruitment, assessment and promotion system for teachers and advisers has been finalised. The development of a transparent system based on a professional standards framework has been agreed. The ToRs and membership for the Teachers' Career Path and Professional Standards Framework Task Teams have also been agreed.

Output 4 Accountability systems between state, LG, school and civil society for delivering the priorities of the ESP relating to basic education are initiated and strengthened

75. Work done in the last quarter to develop a coherent strategy for Output 4 has been strengthened. There will be a focus on supporting the Social Mobilisation Unit (SMU) of SUBEB to strengthen and ensure community participation in education service delivery through active SBMCs. In line with this, the functions of the SMU have been evaluated and a plan for strengthening its capacity drawn up. SBMC research was completed and this will contribute to plans for strengthening SBMCs. (The role and legal status of SBMCs will be included in the legal review of education). A one-day workshop was also held with the Agency for Mass Education to understand their role in the attainment of ECC.
76. The ECC leaflet on learning outcome benchmarks for numeracy and literacy has been translated into Nupe and circulated to parents in Patigi Local Government. This pilot activity, undertaken by the Communications Committee with ESSPIN support, was designed to test ways of communicating government commitments to communities.
77. The ESSPIN Gender and Social Exclusion consultant came to Kwara to conduct an initial baseline assessment of gender and social exclusion issues. Some of the areas identified include: disparity amongst LGAs in learning outcomes and resource allocation; and the effects of 'Pull and Push' factors in retention of teachers in rural areas.

Lagos State

78. An Education Summit was held in Lagos State in June 2009, focusing on innovative funding of qualitative education. ESSPIN attended and participated in the summit.
79. The World Bank State Education Sector Project (Eko or SESP II) is now proceeding. This support Junior and Senior Secondary Schools, largely through school grant mechanisms.

Output 2: Strengthened State Level governance and management of basic education

80. The MTSS process has proceeded in the following ways:
 - The task teams for the MTSS for the Ministry of Education, SUBEB and district (Quality Assurance, EMIS, Teacher Development, Quality assurance, Private School Strategy, Communication & Knowledge Management, Monitoring Learning Achievement) met to determine options for priorities.
 - State personnel attended training on Excel applications and later on the Education Policy Simulation Modelling software (EPSSim) to enhance capacity to cost initiatives and activities. This training brought to light the lack of reliable data.
 - A larger stakeholder retreat was held to develop key performance indicators and to cost initiatives.
 - A study tour/MTSS retreat was conducted in Ghana for senior personnel. This led to agreement among policy makers on the proportions of the sector budget that will be allocated to each sub-sector.
81. ESSPIN will continue to support the MTSS, particularly in developing costings and monitoring and evaluation arrangements. The prioritisation process will assist the State to align the MTSS budget with the budget envelop, when it is announced and facilitate the preparation of the 2010 budget.
82. An institutional review of key State institutions and review of the education laws will commence shortly.
83. An EMIS specialist (shared with Kwara) has begun work to prepare the State for the planned Annual School Census in November. Plans for installation of the NEMIS software are being developed.
84. Reform of the inspectorate has received high level support. A strategy paper on the change to quality evaluation and the evolution of a quality assurance agency has been discussed with the office of the Deputy Governor. The state is keen to train all its inspectors and a large number of head teachers (in school self-evaluation) in the near future. ESSPIN is working with the State in order to ensure that this process is carried out in a measured and effective way.

Output 3 Developed and sustained capacity of primary and junior secondary schools to provide a high quality learning environment

85. A Classroom Observation Survey involving 23 observers drawn from the state tertiary institutions, SUBEB and the SMOE, commenced with a workshop on survey instruments and practices.
86. Consultants for Monitoring Learning Achievement and Teacher Assessment held meetings with senior government officials. These meetings have led to the establishment of a working committee to implement MLA and Teacher Assessment in the State.
87. Detailed plans for school development and teacher development activities for those schools in receipt of infrastructure improvements from the State are being worked out. ESSPIN is facing a challenge in explaining that school transformation is not something that can be achieved over night and requires sustained support and recurrent resources over time.

Output 4 Created and sustained capacity of communities and civil society to articulate demand for educational services

88. Following joint planning meetings, areas have been identified for joint engagement for ESSPIN and SAVI in Lagos. These include CSO platform clustering on education issues, advocacy and sensitization and participatory monitoring and evaluation.
89. Meetings with CSOs, the coalition organization (CSACEFA) and the Association of Private Schools Owners (APSO) have been held.
90. A consultancy on private primary education in the State is nearing completion and will be reporting in the near future. It will highlight the very large number of private schools, the nature and scale of the problems of non-registration, the current serious disincentives to registration and the challenges for the State in setting and monitoring minimum standards.
91. The Communication and Knowledge Management workgroup has met over time to agree implementation strategies for supporting the dissemination of information to communities.

Federal Level

The Roadmap for the Nigerian Education Sector

92. Progress on the implementation of the Road Map has been made in terms of identifying the structures required to drive implementation and the process for engaging with States. During the quarter April to June 2009 the following activities took place that widened the reach of the Road Map and deepened its understanding by key stakeholders:

- The presentation of the Road Map to the National Council on Education at an Extraordinary General Meeting. This event resulted in the establishment of a State Commissioners for Education Forum on the Road Map. For the first time State Commissioners will meet outside the NCE structure and schedule to deliberate on common issues as outlined in the Road Map. The State Commissioners Forum is to drive the implementation of the Road Map at the state and local level. The meetings are to hold once a quarter while Zonal Committees of the Forum will meet on a more regular basis. These structures are to work very closely with the State Road Map Implementation Task Teams (SRITT) that will be reporting directly to the National Road Map Implementation Task team (NRITT).
- Two briefing sessions were held, for SUBEB Chairmen on the Road Map, one in Kaduna and the other in Abuja. SUBEBs are key in ensuring that the Road Map is implemented at the local level especially with regard to the proposed transformation work in schools.
- The Road Map was presented to and approved by the Federal Executive Council. It is due to be launched by the President in Yola on 13 July.

The Proposed National Commission for Education Quality Assurance (NAEQA)

93. Work on the legal documentation required for the creation of a National Commission for Education Quality Assurance (NAEQA) has commenced. The ESSPIN consultants for Quality Assurance are working closely with the Technical Adviser to the Minister for Quality Assurance (also ESSPIN supported) to ensure a robust document that reflects best practice and is appropriate to the Nigerian context. The Technical Adviser to the Minister has also worked closely with the Legal Adviser, FME. It is proposed that a draft document will be presented to the Federal Executive Council in the third quarter of the year.

Teacher Education and Development and Reform of Colleges of Education:

94. After the inauguration of the NCCE Technical Working Group (TWG) in March 2009, the Executive Secretary of the NCCE and members of the TWG visited College of Education Oro in Kwara in April to discuss with staff the on-going reforms and the impact to date. During that visit, NCCE also learned of Kwara's plan to establish a career path for teachers which incorporates the development of a professional standards framework.

95. The intention is to ensure that the reform taking place at Oro College is translated to other Colleges of Education using the NCCE TWG as a disseminating and capacity building vehicle. The reform of Oro College focuses on three key aspects that have relevance to Colleges of Education elsewhere in Nigeria:

- *Strategic context:* This is aimed at ensuring that the College is meeting the needs of the State. It has involved reform at both College and Ministry level including: a new enabling law, establishing pre-service student intake targets, activating the College Council and establishing a rational funding methodology.
- *Academic content:* This has involved reviews of the curriculum, learning and teaching methodology, learning materials, assessment and teaching practice arrangements.
- *Management:* There has been an audit of academic and administrative staff. Structures, processes and procedures have been reviewed. An institutional planning process is underway.

Communication and Knowledge Management:

96. Progress has been made on the development of a publicity and communication strategy for the launch of the Road Map. The launch is expected to be in early July. ESSPIN is supporting the production of an accessibly written booklet titled *“The Road Map – What is in it for Me?”* There are plans to support the National Campaign on Access which is to be inaugurated by the President.

Focus for July –September 2009

97. The areas that will receive focus in line with the Federal level work plan are as follows:

- Institutional Development of key departments at the FME, UBEC and NCCE, commencing with a Visioning Exercise for PPM&R planned for the second week in August.
- Funding and Financial Management: Organising and supporting a Stakeholder meeting at the state level to identify and drive the reform of funding flows to link in with State Education Sector Plans and ensure that more money gets to schools.
- MLA: Conducting a forum to discuss the establishment of a national assessment system and agree a draft action plan.
- Policy Formulation Process: Scoping, analysing and developing the NCE/JCCE process
- The National Roadmap Implementation Task Team: Providing advisory and technical support on a continuous basis. It is proposed that the 3 Technical Advisers to the Minister that are also on the ESSPIN Team will continue to receive ESSPIN support till the end of the current Minister’s tenure.

Cross-cutting issues

98. Work on the determination of baselines was incorporated in the Inception Report, both in terms of the logframes (old and new formats) and the position paper on Monitoring and Evaluation. It is hoped that the output indicators in the new format logframe can be agreed in principle during the Inception Review. It should however, be emphasised that the new format logframe has been developed as a paper exercise and has not been discussed with State or Federal Partners. DFID has acknowledged that this is the case and that the Review will recognise the provisional nature of the new format logframe.
99. In recognition of the importance of equity issues, in particular in relation to gender and social exclusion, ESSPIN has proposed a strengthened long-term social development TA presence, based in Abuja.

Section 3: Emerging Issues/Risks

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100. ESSPIN management is conscious that signs of political manoeuvring are already becoming apparent in some of the States ahead of the 2011 elections. The opportunity for ESSPIN to embed institutional changes, establish sustainable reform processes and support real change in schools, with the current political leadership is narrowing. The Inception Report therefore deliberately proposes a large amount of TA to get things moving. The risk attendant on this is that it will strain the absorptive capacity of the States.

101. A more measured approach would place less strain on creaky State institutions. However, there are two compelling arguments to support the large amounts of TA inputs proposed. Firstly, the scale of the problems facing basic education in Nigeria is so large that concentrated efforts are required to make an impact. Secondly, in view of the small window of opportunity the political cycle allows, a more gentle approach is unlikely to achieve very much that is sustainable. ESSPIN would arrive at the mid-point of the programme having to start all over again.

Annex 1: Short-term consultants mobilised April-June 2009

Consultant	01-Apr	06-Apr	13-Apr	20-Apr	27-Apr	04-May	11-May	18-May	25-May	01-Jun	08-Jun	15-Jun	22-Jun	29-Jun	Net	ttc
Agodi Alagbe	■	■	■	■	■	■	■	■	■	■	■	■	■	■	68	
Alex Manu							■	■	■						11	
Aminat Adeola												■	■	■	21	
Anthony Davidson			■	■	■										14	
Austin Edeze	■	■	■	■	■	■	■	■	■	■	■	■	■	■	66	
Baki Mlalazi									■	■	■	■	■	■	28	
Christiana Lekwat				■	■		■								11	
David Johnson			■	■	■										10	
David Smawfield	■	■	■	■	■		■	■	■						28	
David Theobald	■	■	■	■	■										9	
Devesa Domenec		■	■	■	■	■	■	■	■	■	■	■	■	■	63	
Dick Coppinger							■	■	■	■	■	■	■	■	14	
Ed Burke	■	■	■	■	■		■	■	■						28	
Elisha Fafunmi			■	■	■	■									14	
Emma Williams	■	■	■	■	■	■	■	■	■	■	■	■	■	■	96	
Emmanuel Trepanier	■	■	■	■	■	■	■	■	■	■	■	■	■	■	56	
Francis Watkins	■				■	■			■	■			■	■	32	
Funke Opadokun					■								■	■	3	
Geert Edelenbosch					■	■	■	■	■				■	■	27	
Harold Thomas			■	■	■	■	■	■	■	■	■	■	■	■	38	
Helen Poulsen			■	■	■										10	
Ibrahim Illyasu	■														4	
Iliya Ambi					■	■	■	■	■			■	■	■	19	
Jaap Kuiper											■	■	■	■	37	
Jack Holbrook			■	■	■										13	
Jacqueline Mattingley	■	■	■	■	■										11	
Janet Raynor	■	■	■	■	■										11	
Jawaad Vorha	■	■	■	■	■							■	■	■	47	
Jim Minton	■						■	■			■				16	
Joanna Harna	■	■	■	■	■	■	■	■	■	■	■	■	■	■	73	
John Kruger		■	■	■	■			■	■			■	■	■	42	
John Sutherland	■	■	■	■	■										8	
Kenneth Uwah	■	■	■	■	■	■	■	■	■	■	■	■	■	■	66	
Kwame Akpampong	■														1	
Lanre Olusola						■									1	
Lilian Breakell								■	■	■	■	■	■	■	23	
Linda Nwoke	■														4	
Lindsay Howard			■	■	■	■									15	
Lynton Gray	■	■	■	■	■	■	■	■	■	■	■	■	■	■	71	
Manos Antoninis	■	■	■	■	■	■	■	■	■						25	
Maria Cavenagh	■														1	
Masooda Bano	■	■	■	■	■	■	■	■	■						29	
Mathias Rweherra		■	■	■	■	■					■	■	■	■	52	
Mohammed Bawa			■	■	■										8	
Obinna Onwujekwu		■	■	■	■							■	■	■	26	
Olajide Florence							■	■	■			■	■	■	27	
Penny Holden					■	■	■	■	■	■	■	■	■	■	33	
Peter Short							■	■	■						25	
Richard Hanson	■	■	■	■	■	■	■	■	■						49	
Robin Ellison				■	■	■					■	■	■	■	26	
Rosie Parkyn	■	■	■	■	■										10	
Rusell Craig		■	■	■	■				■	■	■	■	■	■	49	
Salihu Bakari	■	■	■	■	■										11	
Samantha Gibson	■	■	■	■	■										15	
Sergij Gabrasck							■	■	■						15	
Susan Williamson	■	■	■	■	■										17	
Terry Allsop			■	■	■	■	■	■	■				■	■	27	
Wole Olumiyete	■	■	■	■	■	■	■	■	■			■	■	■	47	
Yussuf Abdul Raheem					■										3	